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DECEMBER 4, 1933

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AUGUSTUS O. THOMAS GARRY C. MYERS

Table of Contents

DECEMBER 4, 1933

IT'S GREAT TO BE SUPERINTENDENT 493
By Irl H. Dulebohn

MANKIND'S BOOTSTRAPS 494
By Francis Roy Copper

BOOKS THAT ARE BEING TALKED ABOUT 496
By Mary Allison Belding

GLIMPSES OF EUROPEAN SCHOOLS 499
By J. Asbury Pitman

MAKING THE LIBRARY A REAL ASSET 500
By David A. Weaver

GIVE TEACHERS A CHANCE TO TEACH 502
By Garry Cleveland Myers

THE PROBLEM BOX 503
By Dr. Augustus O. Thomas

EDITORIALS:—
A General Alarm Fire 504
Teachers' Unions 504
"Not Much Chance" 504

EMINENT EDUCATORS 505

NEWS OF THE SCHOOL WORLD 507
Equal Schooling Requires Co-ordinated Tax Program 507
Improved Library Facilities Urgent Need in High Schools 507

ADDITIONAL NEWS OF EDUCATION 508-511

BOOK TABLE 512

GRINS BETWEEN GRINDS 514

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The Editors Say...

We have been receiving many compliments on recent issues of the Journal. It is gratifying to know that our efforts to make a more and more serviceable magazine are thus appreciated. We could not very well relax our endeavors now, even if we wanted to — which we don't.

•

We trust you are in the habit of browsing through the section devoted to "News of the School World." Into it are gathered brief accounts of events and trends in education — news from here, there and everywhere; news selected for its bearing upon the present and the future of education.

If your part of the country fails to get the prominence you think it should have in the Journal's news, why not appoint **yourself** a Special Correspondent, sending us professional news of more than local interest?

•

Last call for short stories for the Journal's contest. Mail yours not later than December 15, if you wish to have it entered for one of the seven prizes. And be sure it is a STORY, not an essay. Also that the length is not more than 1500 words. For other details, see previous issues of this magazine.

•

On the principle of giving to others what you yourself like — you may wish to send a year's subscription to the Journal of Education to some friend for Christmas. Your own renewal and a new subscription for Five Dollars.

•

Have you noticed how informative and interesting the advertisements in this magazine are? They compete for your attention with the editorial content. Incidentally, one needs to remember, now and again, that advertising helps to "pay the freight" for radio, newspaper, and for magazines. And advertising is the advance agent of that increase in business which means better times for all of us.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

Volume CXVI | Boston, December 4, 1933 | Number 19

It's Great to Be Superintendent

By IRL H. DULEBOHN
Superintendent
Bessemer Township Schools, Ramsay, Michigan

This frank exposure of one Superintendent's innermost thoughts may strike a responsive chord in many a schoolman's heart.

IT'S great, being superintendent; calling teachers' meetings at one's own sweet and capricious will without regard for the convenience of the unhappy victims who had planned to see "Strange Interlude" or get a facial or a permanent that evening. It gives one quite a thrill to step out in front of a group of fifty or a hundred teachers, eyebrow them into submission, and broadcast educational abstractions when you know their ears are much more readily attuned to small talk. It is fine to know, too, that none dares to leave the meeting or relax into the arms of Morpheus. It all tends greatly to inflate one's ego—at first. But afterwards, on the way home, or after you've gone to bed, when the well known small voice begins to question you about the worth of your harangue and you are unable to frame a satisfactory answer—then, sometimes it is not so good.

•

It's fun to be superintendent; to be called to address parent-teacher meetings, women's clubs, high school assemblies and the like. The applause is music to your ears and the congratulations are elevating to your spirit—provided they carry with them the ring of sincerity. But the folk who try to flatter you with the idea of impressing you with their own importance; the ones who casually mention, in the course of the conversation, that they would like to get into your system because they have heard of it so favorably; the ones who have a daughter who is about to graduate from teachers' college and would you please consider her; the ones whose children are not being treated right in school, and who hate to mention it, but their teacher, Miss So-and-So, is such and such; those are the ones who make you wonder that, in times of depression, there are so many axes left to grind, and to rejoice when someone speaks out frankly and calls you a damphool. You greet him as a long lost brother and bless him for his sincerity.

•

It's fun being superintendent; crashing all the P. T. A. parties by virtue of your position—receiving preferential consideration from pretty feminine employees in the matter of dance appointments and hearing them say they enjoyed the waltz. Later, however, when you begin to wonder how you'll square yourself with Saint Peter for causing so much polite prevarication—then, I repeat—it is not so good.

It is inspiring to be superintendent; to stroll through corridors filled with the echoes of busy classes; to peer into classrooms with children busy at tasks you have assigned; to check with supervisors to be sure your instructions are being carried out. But after four o'clock, in the solitude of your private sanctum, when you begin to wonder afresh whether those policies are leading those innocents into paths of rectitude and understanding or into sloughs of despondency and confusion—then sometimes, you pass a bad half-hour—or more.

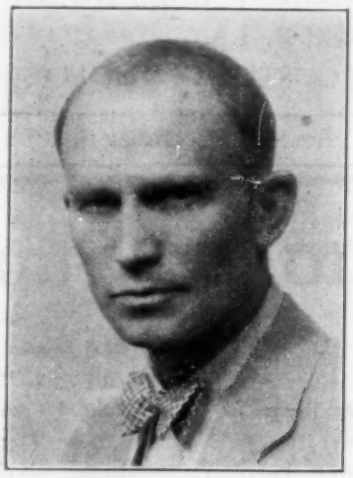
•

It's great to be superintendent; to watch bright, hopeful faces of children as they come to school so happy, so cheerful, so sure, so trustingly innocent in their faith that whatever is is right. But is it right, you cannot help asking. With civilization in turmoil, with the certainty in your heart that better men than you are only as blind leading the blind, ——. It is all very well to pose as a leader of youth, a moulder of human destiny, and all that. But with the world topsy-turvy how is one to know which way to lead? In the baffling search for certainty, questions like that are forever puncturing your balloon of self-satisfaction and bringing it down a tangled mass of ruin and despair. The doubtful consolation that if you didn't lead, someone else, equally unqualified, would do so, that is a sorry comforter at best.

•

It's fun, being superintendent, to give standard tests. Armed

with sheets of graphs, columns of medians, quartiles, percentiles, and probable errors you pose as the local Oracle, and announce to the teachers who are hanging on your words that Miss Blank's class is poor in comprehension, and that she will have to get busy; that Miss Ray's group is two-tenths of a point below the Thorndike standard in writing, and will she please drill more on ovals and push-pulls? But how, you ask yourself in your saner moments, is an honest man to settle with his conscience over a performance like that when he knows in his heart that there are a thousand accidents that can happen to make a class show up poorly on a single test; that at best tests are only rough measures of certain definite reactions and that the all-important qualities of character, morals, ethics, personality, or whatever you choose to call them, are not susceptible to measurement at all, or at best, only to a very limited and inaccurate extent. How long, you cannot help wondering, will it be before your trusting subjects find out that their idol, like so many others, has feet of clay—and what will happen when they do?



IRL H. DULEBOHN

It's great to be superintendent; but when you consider the devious ways that lead to a doubtful security in the position, then sometimes the matter appears in a different light. Having to treat each angry and unreasonable parent who comes seeking preferment of some sort for his errant or moronic offspring as if he were your superior officer, for, for all you know, he may be elected to the school board or have friends who will—that is not so pleasant. The necessity of exercising diplomacy with a group of selfish taxpayers whose sole object is to raid the treasury in their own interest; that goes against the grain when the logical reaction would be to tell them all to go to Hades. Being compelled to fight tooth and nail to focus a minimum of attention on the essentials, teachers, courses of study, texts and equipment, instead of on show features, athletics, busses, buildings, and coal contracts—that, sometimes, is hard.

Still, there is one compensation that carries no damaging qualification: the joy of working with earnest, hopeful, forward-looking youth and with teachers who are almost universally intelligent, high-minded and optimistic—that feature overshadows a multitude of disagreeable items. Yes, when all is said and done, it IS great to be superintendent.

Mankind's Bootstraps

By FRANCIS ROY COPPER
Northern State Teachers College
Marquette, Michigan

Consistently through the ages men have "lifted themselves by their own bootstraps" by solving seemingly impossible problems.

PROBLEM solving is one of the oldest and most profitable activities of the human race. Man has advanced to his present state of civilization by facing and overcoming his difficulties. Sometimes the solution of a single problem has far-reaching consequences. For example, the harnessing of steam revolutionized commerce and transportation and quickened industry in a hundred ways. Every liner that plies the ocean, every plane that sails the air, and every bridge that spans a river are concrete examples of problems solved. Difficulties challenge our mental powers and stimulate us to think because we naturally want to triumph over our obstacles.

•

It is hard to say just what are the minimum essentials of problem solving. However, there are a few fundamental principles that have been pointed out by John Dewey and others. When we once get a clear-cut statement of our difficulty, we at least know definitely just what it is that we must overcome. It is necessary to see relationship and to apply well-known principles in one field to the problems in another. Maintaining an open mind, interpreting data objectively, and forming working hypotheses are also essentials. Most problems of any moment yield only to hard, persistent, intelligent thinking. While some seem to stumble upon the solution of their problems, yet it is usually only after they have thought a great deal about them and have thus prepared their minds to see the application of clues and hints when they present themselves. Let us notice how some of these factors have been used advantageously in the overcoming of difficulties.

•

The wise old King Solomon

solved the problem of determining which was the true mother of a child, claimed by two women, by applying his knowledge of the great strength of mother love.

•

Once King Hiero of Syracuse had a goldsmith make for him a golden crown to offer to a goddess, but when he received it he was suspicious that it was not pure gold as it seemed a little larger than it should be. Realizing that he himself was unable to determine whether or not the crown was pure, he wisely turned the matter over to Archimedes, the scientist, who, although he did not see how to start the solution, began to think seriously on the question but apparently without results. However, one day while in the baths at Syracuse, noticing that the farther he went into the water the more his body was buoyed up by it, he suddenly sensed the relationship between the principle of specific gravity and the adulteration of the crown. Crying "Eureka!" he jumped out of the water, and ran all the way home, where, by means of a few simple tests, he proved that the crown was impure.

•

Sometimes before a person can solve his problem he must increase his knowledge on some point. This was true in the case of Dr. Alexander Graham Bell who, after he had conceived the germinal idea of the telephone, found himself so deficient in electrical knowledge that he almost despaired of success. However, one day he laid the whole matter before Joseph Henry, who urged him to go ahead, assuring him that by diligently applying himself he could soon learn all he needed to know about the subject. Encouraged by these words, Bell began to study electricity day and night till he gained sufficient information to complete his invention.

"When we once get a clear-cut statement of our difficulty, we at least know definitely just what it is that we must overcome. It is necessary to see relationship, and to apply well-known principles in one field to the problems in another. Maintaining an open mind, interpreting data objectively, and forming working hypotheses are also essentials."

It is interesting to note the procedure of those who discovered how yellow fever was transmitted. All the observations that had previously been made in connection with the spread of the disease, such as the fact that mosquitoes were numerous during the fever epidemics, that the disease usually spread in the direction of the prevailing wind, and that it was stamped out with the coming of frost and cold weather were used as clues. Knowing that malaria was spread by a certain specie of mosquito, the Anopheles, and knowing that Dr. Carlos Finlay, a Cuban physician, had advanced the mosquito theory in connection with the spread of yellow fever but had failed in all his attempts to prove it, Dr. Walter Reed and his associates were able to formulate the one necessary remaining hypothesis, namely, that there is an incubation period of a few days necessary from the time a mosquito bites a yellow fever patient till it can transmit the disease to another person. Then, after a series of experiments involving much heroism and suffering, the guilt was finally fixed upon the Stegomyia specie of mosquito.

•

We are thrilled when we think of the number of achievements of Louis Pasteur, a few of which are the final proof that life is not spontaneously generated, the discovery of a cure for the silkworm disease, the development of vaccination against anthrax, and an effective treatment for hydrophobia. No doubt, he accomplished so much because of his scientific training, his persistent search for truth, and his fertile creative imagination which enabled him to form so many correct working hypotheses.

•

Our great depression is a problem of gigantic proportions, carrying with it many lesser ones, of which the maintenance of schools on a high plane is not the least. Many boards of education today vainly assume that they have fulfilled their official duty when they have succeeded in effecting drastic reductions in salaries, teaching personnel, and curriculum content.

•

Many persons sidestep their problems because of lack of confidence in themselves or unwillingness to put forth the required effort to master them. The only way for adults to be able to solve their problems is to begin when children. The schools can help much in this respect by encouraging straightforward, honest, objective thinking on the part of children. Every child should be led to have a justifiable pride in solving his own problems.

•

While much has been accomplished, there still is a great deal to do in order to make the world a safer, a happier, and a more wholesome place in which to live. How to eliminate crime and delinquency; how to meet the unemployment situation and to do away with war; how to eradicate disease, purify politics, and to live beautifully and well are problems which can only be solved by facing them squarely and intelligently and by applying to them the soundest known social and economic principles.

Books That Are Being Talked About

By MARY ALLISON BELDING

Each year at this season the Journal of Education offers a selective list of books for non-technical and joyous reading.

THE ouput of the presses in 1933 has not been so lavish as in some previous years but, for that reason, editors may have selected with nicer discrimination. It would be presumptious to claim that the list offered here includes all the best books. But the titles have been selected with care and after consultation with discriminating librarians and readers. The Journal of Education offers from issue to issue suggestions of books for professional use. The following brief reviews treat of books for enjoyment and literary value. It is not a list for teachers any more than for any other class of cultured and discerning persons. Perhaps the fact that school people do so much reading in connection with their daily work, makes it unusually desirable that diverting books of another sort be called to their attention.

Incidentally there is, at just this season of the year, a problem of what to give one's friends for Christmas; possibly these hints will be helpful at this point, though naturally it is best to read a book before giving it.

•

ANTHONY ADVERSE

"*Anthony Adverse,*" by Hervey Allen, was long to write—it took four years. It is long to read—yet, when the end comes, you wish it were longer. It is a gorgeous romance born in an age of realism. Its scenes are enacted in an era of unbridled individualism; fidelity and hate; passion, intrigue, and revenge. Blood ran hot, and courage carried a rapier in its belt. It is rough and sweet; raw and humorous; ruthless and tender. Every human emotion is brought into play. The magnificent tale begins with lords and ladies and lovers in a chateau in France, in a day when Queen Marie Antoinette played milkmaid at the Trianon; it moves to a squalid inn among the Alps; to a convent in Italy; then away on a sailing ship to the West Indies; to Africa; back to France in Napoleon's regime: and then, America. Its color, dash, and daring catch the breath. You forget present heaviness, and lose yourself in past glamours. The panorama is conceived on a gigantic scale, and is carried through with masterful technique.

•

THE FARM

Two stories of rural life that will bring to people of mature age memories of childhood are "*The Farm,*" by Louis Bromfield, and "*As the Earth Turns,*" by Gladys Hasty Carroll. The first is a longitudinal section of American life, covering four generations, while the second is a cross-section covering the four seasons of a single year.

Louis Bromfield's vivid portrayal begins with pioneer days on the Western Reserve in 1814, when the Colonel comes from Maryland to found the farm which becomes the family homestead for his children, his grandchildren, and his great-grandchildren. Next to the Colonel's generation comes that of Jamie and Maria: the period of the Underground Railroad, on which the farm was a station; the flourishing of the Grange, the county fair, and the religious revival; the founding of the local academy, one of the hundreds to spring up in the 'sixties and 'seventies; but above all they were the days of bounteous hospitality; strong family ties; and interested, generous community life. The story is told from the point of view of Johnny, of the fourth generation, who knows with great affection his parents and grandparents and the living tradition of the Colonel. The character studies are clear, rich, and deeply felt.

•

AS THE EARTH TURNS

"*As the Earth Turns*" is an account of daily living on a New England farm. Here is no reaching back into the past to ancestors or history, and no recording of movements or organizations. It is just the Shaws, plain Yankees, living in their kitchen, their fields, and their barn, and in relation to their few neighbors. The glorious character of the book is Jen, plain, hard-working, sensible, taken for granted, philosophical and deeply content. The book is fragrant with turned earth, wood-smoke, mown hay, apple dumplings, Indian pudding, molasses cookies, cider, pancakes, and pop-corn balls. Whether the reader has known farm life or not, he will probably like this story, and it may make him a bit home-sick.

•

THE HOUSE OF EXILE

From these typical American farm scenes, it is a far, far journey to the courtyards and customs of an aristocratic household in China. Yet we find common to both modes of life, family honor, loyalty, affection, tender care for children, and all those

other fundamental good qualities that make the whole world kin. It is on a thrillingly unusual visit that Nora Waln bids us enter *"The House of Exile,"* the home of the Lin patriarchal group for sixty-nine generations. The author of this beautiful and true book, a Philadelphia Quakeress, was the first foreigner ever admitted to the Lin courtyard through the "To and From the World Gate." the sole opening in the mighty wall, except the Gate of Compassion, a small window through which charity is given to the needy. This Chinese family measures its history not by generations but by tens of generations. Life goes forward here, not on an open farm, with independence and freedom for all, but within a walled enclosure where there are strict surveillance and regulation. Clustered around the Hall of Ancestors, which shelters life tablets of twenty-nine generations of Lins who have "plucked the flower of life," are various minor courts for the convenience of the family—sons, sons' wives, and sons' children, eighty-three or so individuals, representing six living generations. We accompany the author through the Court of the White Jade Rabbit, the Court of the Goldfish, the Garden of Children, the Place of the Meeting of Winged Friends, a sort of bird sanctuary. Into this ancient life, the American visitor enters with a respect and sympathetic communion that causes her to be made an adopted child of the house. In *"The House of Exile"* she describes her twelve years in China; her own romance; the revolution and the Japanese troubles; and how the Atlantic Monthly invited her to recount her experiences to its readers.

•

THREE BOOKS ON CHINA

Current interest in China is reflected in several of the year's offering of good books. There are, for example, Pearl Buck's translation of *"All Men Are Brothers,"* a vigorous tale full of excitement, and also a splendid pageant of the life of China. *"Oil for the Lamps of China,"* by Alice Tisdale Hobart, is a story of western business people in the Orient. Indeed the 1933 Newbery Medal for the "most distinguished contribution to American literature for children" was awarded to Elizabeth Foreman Lewis for *"Young Fu of the Upper Yangtse."* The hero, Young Fu, is an artisan, removed from the country to the complex, exciting, and competitive life of a crowded city. Fu encounters dangers, temptations, problems, and opportunities, and grows in character through experience. With its gay jacket, black and gold cover, colorful pictures, this book would appeal to the eye of a boy or girl on Christmas morning.

•

WITHIN THIS PRESENT

"Within This Present," by Margaret Ayer Barnes, records the destinies of a wealthy Chicago family from the beginning of the World War down to 1933. It even goes back of these times through Granny's vivid recital of pioneer days and the Great Fire, showing courage and resourcefulness in the face of what seemed insurmountable disaster. The modern family in turn meets corresponding catastrophes in the World War and Depression. It is a graphic narrative of present-day life and struggle.

•

THE DAWN OF CONSCIENCE

"The Dawn of Conscience," by James H. Breasted, should be valuable to educators in these days when character formation is receiving definite attention. Ancient Egypt has contributed richly from its timeless culture to the philosophy and ethics of our western world.

This authority describes in clear, non-technical, and earnest fashion how the dweller by the Nile, 5,000 years before Christ, began to hear inner voices calling him beyond the passion for selfish material possessions and power. He points out milestones marking the long road by which man has climbed toward right thinking, right living, and social responsibility. As man's moral and spiritual growth has been so gradual and continuous thus far, we are encouraged to be patient and confident toward the problems of our own day. A very readable book with well-chosen illustrations.

The Books

Mentioned in the Accompanying Article

Anthony Adverse	**$3.00**
Farrar and Rinehart	
The Farm	**$2.50**
Harper and Brothers	
As the Earth Turns	**$2.50**
The Macmillan Co.	
The House of Exile	**$3.00**
Little, Brown and Company	
Young Fu of the Upper Yangtse (Juvenile)	**$2.50**
The John C. Winston Company	
All Men Are Brothers	**$6.50**
Two volumes	
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Oil for the Lamps of China	**$2.50**
Bobbs-Merrill Company	
Within This Present	**$2.50**
Houghton Mifflin Co.	
The Dawn of Conscience	**$3.00**
Charles Scribner's Sons	
Marie Antoinette	**$3.50**
The Viking Press	
Testament of Youth	**$2.50**
The Macmillan Company	
The Journal of Gamaliel Bradford	**$5.00**
Houghton Mifflin Co.	
Flush: A Biography	**$2.00**
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MARIE ANTOINETTE

Stefan Zweig's biography of Marie Antoinette sweeps the reader along in its vigor from its first word to its last. It is clarifying, convincing, scholarly, yet humane and fascinating withal. From the moment that this carefree, impetuous, pleasure-loving fourteen-year-old Austrian princess is handed over by the ambassadors of her country to the members of the French delegation for marriage with an unprepossessing, stupid boy, Dauphin though he be, whom she has never seen—until the hour she calmly and courageously places her head under the guillotine, our understanding and sympathy go with her. The author reveals this queen as neither the bloodthirsty, depraved demon nor the chaste and persecuted saint. Indeed he reveals her as so similar to the average person in character and ability that the average person can enter into her perplexities and plight and feel for her weak humanity and political inadequacy. Antoinette's tragedy was not that of Napoleon on St. Helena, frustration of bursting power. Hers was that of mediocrity upon which crushing responsibility was thrust. Yet as the book progresses we see that it is through suffering that her life grows significant. As she herself says: "Tribulation makes one realize what one is."

•

TESTAMENT OF YOUTH

Vera Brittains' *"Testament of Youth"* is the life book of an English girl to whom "the war seemed at first an infuriating interruption rather than a world catastrophe." After years of argument with her provincial parents she had overcome their stolid objection to a college education for a mere woman, and "mentally voracious," was about to enter Oxford when the war broke. She was in love with life, with scholarship, with ambition, with her poetic, musical brother, and with a young man as gifted and idealistic as herself. Not only she, but her brother, her lover, and her friends, all eager to throw themselves into the business of living, had to sacrifice their reasonable ambitions for war and death. She recounts her experiences as a volunteer nurse; the desperate defeats of early 1918; the arrival of the swift-stepping, buoyant Americans, bringing cheer and confidence; post-war efforts for peace and adjustment; and the political and social aftermath in England. She passes through personal desolation to personal achievement. The author has made an important contribution to the annals of a tumultuous epoch.

•

GAMALIEL BRADFORD'S JOURNAL

Gamaliel Bradford, that biographer who probed the thoughts and motives of his human subjects and gave us mellow and just studies of them, now posthumously discloses himself in his Journal published by Houghton Mifflin, and edited by Van Wyck Brooks. This is a leisurely recording of his own ambitions, inhibitions, sensitiveness, aversions, leanings, likings, methods of work. We learn how he felt toward his characters as he discovered them, lived with them, and worked over them from day to day. We see the never absent physical weakness and mental depression that held him in hampering grip and over which he triumphed to give to the world his distinctive contribution, "portraits of souls." It is a large, well-printed volume that will be specially cherished by those who are readers of Gamaliel Bradford's books.

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FLUSH

How anyone but a dog could understand a dog's mind well enough to write *"Flush"* is beyond me. We are introduced to this cocker spaniel as he tears about the English country-side at the beck of a variety of nature smells. Then his first owner, Miss Mitford, brings him to London to live with Elizabeth Barrett. At first Flush is desperately homesick, yet for the sake of his new mistress, whose need he senses, he adapts himself to the subdued sights and sounds and smells of the big, dark house and the invalid's room at 50 Wimpole Street. In London Flush walks out as a decorous Wimpole Street pet should, chain attached to collar, and has a bowing acquaintance with dogs of his own social class. When a tall, bearded, deep-voiced stranger began paying regular calls on Miss Barrett, Flush did his dog's best to get rid of him. Came the day when his mistress and the tall stranger eloped from London to Florence. Under its warm, sunny, free influence, Flush brightens in spirit even more than Mrs. Browning. Here there is no canine aristocracy. Dogs are just dogs. Flush throws himself unreservedly into Bohemian life. He prowls about alone. He smells his unfettered way through noisome back alleys, loggias, and cathedral cloisters, but he seems to prefer the low-class pleasures of the alley. He even stays out all night. As in other biographies, important contemporaries are interwoven with the experiences of the chosen subject. Flush is always dominant; even his famous mistress and her husband are subordinated to him. Yet through his eyes we catch illuminating glimpses of them. This is no ordinary dog story; the treatment is subjective and psychological. Virginia Woolf's delicate humor and irony make this book delectable to read aloud.

Glimpses of European Schools

Mussolini's ITALY

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

THE public schools of Italy are organized into the elementary, five years above the kindergarten; the middle school, which corresponds to our junior high school; and the superior or senior high school, each of which requires four years. The last two years are equivalent to our junior college. A doctor's degree from the university may usually be earned in four years. The completion of the course prescribed for the medical schools requires six years beyond the superior or senior high school. Other specialized courses as in law and engineering may be completed in somewhat less time.

Teachers are prepared in special schools, or normal schools, in which they are segregated from the last year of the elementary school. The course is eight years in length. The curriculum for teachers is almost entirely cultural, but in the later years there are courses in professional subjects and provision is made for a moderate amount of observation and practice. Great care is taken not to indoctrinate the student teachers in special method, the theory being to encourage individuality in method as far as may be possible.

There are in Italy ninety-three districts for which teachers must be provided. Each has at least one training group and some of the most populous districts have two groups. All are under strict government control. No courses of study are prescribed, but the ultimate requirements for a teaching certificate are rigid and sufficiently definite to amount to actual prescription, except that subjects may be taught in any order and by any method, at the discretion of the head of the local school. In addition to examination by government inspectors in academic subject matter and theory, candidates for certification are required to teach acceptably to the examining authority.

All teachers are appointed by the government. The salaries of all government employees are fixed according to uniform standards, and they are the same in each of the corresponding eleven grades, regardless of the kind of employment. The salary scale in the army applies equally to all government service. For example, the rank of the head of a secondary school is equivalent to that of a colonel in the army. In each of the eleven classifications there is a uniform annual increment. At the age of seventy or at the end of forty years of service any employee is retired on a pension (non-contributory) equal to four-fifths of the last year's salary. Earlier retirement pensions may be allowed and adjusted, according to conditions in individual cases.

About a year ago all government employees, including Mussolini, suffered a salary reduction of 12 per cent., but the cost of living had diminished so that the purchasing power of the salary remained practically the same. Concurrently with this, Mussolini had ordered a 10 per cent. reduction in rents.

The salary (maximum) of teachers in the elementary schools is 1,000 lire a month, or a little more than $50. This is the same whether in Rome or in the smallest rural community in Italy.

This information was given me principally by a leading inspector who has charge of all the middle schools, Dr. Vittore Alemanni, with the assistance of Mr. Romeo Montecchi, formerly Consul at Providence, whom the Minister of Foreign Affairs provided as interpreter. Further assistance was given by Professor Guido Bergamini, director of the Commercial Institute at Bologna, whom I had met at the International Congress on Commercial Education in London. A professor in the University here also assisted me in my work.

Through the courtesy of Consul General Pullino, I received a letter to Professor Ernesto Codignola, the school director at Florence. Unfortunately, he was in Rome attending an official conference and the time of his return was uncertain. After several unsuccessful attempts to see him at his office, he came to my hotel for the entire last evening of my stay there.

He confirmed much of the information that I had received in Rome concerning the organization of the school system of Italy, the courses of instruction in the different grades of educational institutions, the scale of salaries, pension system, etc. He placed great emphasis upon the "new education" in Italy in which the "human" element is always in the forefront.

In the training of teachers, the professional aspects of the work are given late in the course and apparently little or no attention is given to special methods. "Professionalized subject matter" is unknown. Psychology is taught for its "cultural value." One can easily imagine that it is nothing but old-fashioned introspective adult psychology, learned verbatim from the pages of a single text, after the fashion of my own early days. Didactics follow psychology. Observation and practice are limited and do

not occur until the last year of the course.

It was repeatedly stated by the several officials whom I met in Italy that nothing must be done to interfere with the individuality of the teacher, that there must be no dogmatic instruction, and that indoctrination must everywhere be avoided; but one is obliged to infer that there has been but a very slight departure from ancient traditions and methods. It is difficult to see why, in effect, it is not assumed that anybody who knows the subject matter can teach, more or less well. The nature of the professional training is such that the teaching is imitative to a high degree.

Professor Codnignola conferred a real favor by giving me a letter to Profesor Affilio Dusso, director general of the schools of Venice.

I visited the School of Commerce in Naples. Preliminary examinations for entrance were being held, but the regular work had not begun.

The potential membership at the present time is about nine hundred students, enrolled in four-year courses above the secondary school. These courses lead to the degree of bachelor of commercial science. Only about thirty of the students are women. Shorthand is not taught, but instruction is given in typewriting. Accounting is taught very thoroughly. Economics, commercial law, commercial history and geography, and the fundamental sciences upon which a knowledge of the materials of commerce is based receive much attention. Many of the textbooks are American publications, in English. Laboratories and libraries are well equipped. All of the languages of important commercial countries are taught. Museums are an important part of the equipment.

The building is of substantial construction, modern, and well equipped. The professors seem well trained and generally efficient.

The tuition is graded according to the students' years in the school, but, including matriculation and examination fees, the total cost to the student for the four years is 3,000 lire, or about $150.00, the balance of the cost being met by the government.

Similar schools are maintained in the principal cities in Italy. I had met the director of the Commercial Institute of Bologna at the Commercial Congress in London, and he acted as interpreter for me in the office of the Minister of Foreign Affairs, and in a conference with the director of Secondary Education in Rome. His work at Bologna is practically the same as that in Naples. Lack of time prevented me from accepting his invitation to visit him upon my journey northward through Italy.

Making the Library a Real Asset

By DAVID A. WEAVER
The College of the City of New York

A library may be well equipped and still be only a liability to a school. This article tells how libraries can aid learning.

CHILD growth has increasingly become the focal point of interest for schools, and with the acceptance of this philosophy, reconstruction of elementary school curricula has created a demand for new equipment among the most important of which is the library.

The use of the library should begin with the second grade and should increase for each pupil as he progresses through the grades. Though the aims for specific grades may, to some extent, appear to overlap, there is something definite for each division. For instance, the second grade would discover the possibilities when proficient in reading, pictures would constitute much of their illustrative material; in the third grade they would learn to observe silence, and adapt themselves to a reading atmosphere; in the fourth grade they would learn more of proper selection of books, and acquaint themselves with the library catalog, also that books must be put in their proper places; in the fifth grade they would do some reading for pleasure alone; in the sixth grade pleasure should be combined with information as outcomes; in the seventh grade an intimate friendship should be cultivated with reputable authors; and in the eighth grade an intelligent use of reference books should be acquired. Thus as a class passes through the school the library should be more useful to each pupil, and become a greater part of the teaching equipment.

Dean Russell, in 1926, collected data from twenty cities, and from this number only Denver and Oakland specifically reported librarians in all their elementary schools. It is a Utopian dream to expect every elementary school to have a full-time librarian under the present economic conditions, but it is necessary that more librarians become available.

The aim of education today has not changed essentially. It is to assist the individual in living more completely. The *approach* to the aim, however, is vastly different from that of a quarter-century ago.

The librarian serves as a guide in stimulating reading and assisting in supplying proper books for the problem at hand. In many smaller schools the librarian observes the reading habits and is of considerable assistance to the classroom teacher in helping pupils improve their reading habits. In the library the pupil discovers and chooses material according to his reading ability and interests. Classroom motivation is capitalized by the library. The librarian also performs a valuable service for the teacher by visiting the various classes—learning of the teachers' interests and referring new material to them. Through this service curriculum correlation of a progressive fashion may be accomplished.

Team work for backward children is exceedingly difficult if they are not homogeneously grouped. While it is true there is a stimulus from association with more gifted pupils, the competitive factor seems to offset this advantage. The more satisfactory plan seems to be to pit the individual against his own record rather than compare him with pupils with a different background.

The library offers the backward child a laboratory for experimentation, browsing and searching for food of his own intellectual taste. The backward child has too frequently been assigned problems beyond his grasp. Oyster Bay, New York, has had excellent results from a plan by which each grade was assigned a regular library period to be used by the pupil for browsing and choosing his own reading material. It would be difficult to justify undirected freedom per se, but during this experience the librarian and teacher learn something about the pupils. Providing for individual differences is not new. That was the aim of the Batavia plan, Cambridge, Denver, Santa Barbara, Dalton, Winnetka, and other plans originated during the past

"That it is the obligation of the elementary school to teach the pupils to read well, is accepted, but a close relationship between teacher and librarian is also a necessity.

"No department of a school should be neglected by the library in an effort to aid all school functions."

thirty years. The elemenatry school library approach, however, within the last decade, has made individualization of instruction possible.

The librarian acts as an advisory agent, and is in reality a teacher. She advises here, suggests there, and as an outcome case histories have been changed by libraries and reading. Instruction is given individually or to groups as occasion warrants.

Another way in which the library can co-operate with the classroom, is the provision for independent reading, which privilege should extend to every pupil. Whether there is a central library or the classroom library [as in Buffalo] the opportunity for independent reading should be the experience of every pupil. It is not to be expected that during the free reading period every selection will be a wise one, but through the influence and help of the teacher and librarian, a taste for better literature may be cultivated. Oral reports by pupils to the group on desirable books have been influential in stimulating other members to read them. Since reading desires are the results of varying environments, few children read as much as they should. From one experiment it was found that a suggested list increased the reading in one school 68 per cent. and in another, 34 per cent. While learning by doing was advocated by the Romans, it has been emphasized by modern philosophers. In no realm of learning is that philosophy more applicable than to the pupil in choosing his reading material.

A significant factor which determines how much the pupil reads, is his *reading ability*. The librarian's service in detecting this ability is of inestimable value. It was found that a decided correlation exists between amount and ability. Also kind and ability. Slower span desired more fairy tales with a decidedly increased demand for historical novel as the score increased. Stories of possible reality were preferred by upper scores. The trained librarian does not offer the challenge to the pupil of a regular teacher and by virtue of this relationship may be most helpful to pupils in their development of reading tastes.

The development of a reading vocabulary is an outcome of the library hour. Freedom during the reading hour is conducive to an adventure with dictionary and encyclopaedia. Emphasis should be given to the development of a vocabulary by elementary school pupils. There should be a high correlation between words used in readers and those in spellers and arithmetics. The fact that 29.5 per cent. of the words have been seen but once by the children who have advanced as far as the fourth grade may be one of the important causes why some children read so poorly and fail to recognize these words when they meet them again in the upper grades. The frequency with which the various words occur should be a valuable factor in determining what ought to be expected of children in these grades. According to Gregory, 289 words constitute 71.2 per cent. of the running words in the above mentioned books. If more teachers could visualize the significance of reading as a life experience, it is probable that the college career of many students would be more colorful. From tests administered to college freshmen, it has been found that the distribution curve for reading test parallels the curve for col-

(Continued on Page 506)

Give Teachers a Chance to *Teach*

Third in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

THE techniques for gathering information about pupil-cost per subject per day, per hour, per minute, and for assembling in the central office of the Board of Education facts about the measurable progress of the schools have become almost uncanny.

Such were the luxuries which came with the delusions of prosperity. Now that we are poorer we shall have to be denied some of these luxuries. Anyway we are beginning to ask ourselves whether they in such refinement ever wholly justified their cost to the taxpayer.

And the money cost was by far the least! Classroom teachers, and finally school children, bore the brunt of burden. About the most distasteful duty of the principal or teacher is the filling out of forms and rendering reports. In addition to the regular ones were those unexpected which without warning had to be done immediately on call just, as it appeared, to satisfy a sudden whim of some school official. No teacher or principal on beginning her day's work could be wholly sure she would not be interrupted once or several times that day by an order from the central or subsidiary office, and compelled to drop all else for several minutes or an hour to dispatch some data. She knew not the minute nor the hour when such summons might appear.

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May one truly write of this practice only of the past? Hardly. Though depleted forces in the central offices should diminish such demands upon the time of principal and teacher, the sudden-summons-for-reports habit has been pretty well established in the average school official. Some will doubtless go on doing it, even more aggressively.

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The average school administrator has become so engrossed, it seems, with objective data that he tends almost entirely to lose sight of the real job of education—classroom teaching. In his zeal to render actual teaching more effective he may come to be, in some respects, a hindrance.

Right now is a good time for the superintendent and his staff, including all the principals, to get their heads together in a search for ways of diminishing reports tremendously, of cutting down the paper work of every one concerned, *of finding ways of letting teachers teach.*

That many will do so, is not very probable. The current is against them. Last summer many of them sat in courses on administration where they got more appetite for more paper work. They perused more books on school machinery. Books on mental health and personality they generally avoided, as meant only for their teachers.

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Most superintendents attend educational meetings only to get more ideas for more blanks for teachers and principal to fill out. A few also feel the urge to write a manuscript for publication. To be scholarly, it has to be statistical, they think; hence more "paper work" for teachers.

Nevertheless there are school administrators who can look beyond their office to the classroom and see the teacher with real children who have satisfactions and discouragements, hopes and fears, joys and sorrows.

With larger classes now, with more anxiety about her pay and tenure, and her personal budget, the teacher more than ever ought to be relieved from all unnecessary burdens. More than ever, too, her children need her time and her best services for individual help on their school work, and especially for human contacts with her. They need her time and sympathy and understanding that they might convey to her their worries and anxieties, their joys and satisfactions, that they often might discuss with her those matters closest to the fountain of their feelings.

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But the more time she must devote to "paper work," the less, naturally, she can have for her children. Remove from her the annoyance due to excessive making of reports and you release some of her emotional tensions, letting her be more agreeable and more lovable.

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In my humble opinion the average teacher's "paper work" could be cut at least seventy-five per cent., without any serious loss to the administration of the schools, but with positive gains to it in the long run, and with still greater gains to the teacher's mental health and to the mental hygiene of her children.

In like manner let the school principal be relieved of a similar portion of reporting so that he may spend more time in the classroom and more time conferring with parents in his office.

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Roving Furniture

QUESTION.—One of my lower grade teachers has requested that the tables and chairs be removed from her classroom and the old type of fixed, non-movable desks and seats be returned and fastened to the floor. (1) Since the superintendent has left the decision to me as principal what should my decision be? (2) What sound educational reasons should I use as a basis for such a decision? (3) Did the superintendent do the right administrative thing in leaving the decision to me?

Answer—(1) Unless it is an unusual case your decision should be to retain the present equipment. This is a bad time to be changing perfectly good equipment on the basis of a mere request. (2) In many of our advanced schools it has become quite the thing to equip the rooms with movable seating. The change was in the interests of two things in particular. First, it conserved the health of the children by lending itself to adjustment on account of the light which changes in the schoolroom with the position of the sun and the time of day. When you sit down in your own home to read the morning paper, you usually find a position which brings the least eye strain and gives the most satisfactory lighting arrangements. Second, movable seating gives opportunity for the grouping of classes for various exercises and for the community plan of working out projects, for practical application of the principles which are involved in the various studies. The schools are getting away from the "straitjacket" type of instruction, and allowing the freedom of the workshop to prevail. If you have the equipment in suitable condition and the teacher is a good instructor, you would be justified in giving her the conditions under which she feels she could render the best teaching service. (3) The superintendent was acting in line with advanced procedure in leaving the decision to you to work out with the teacher. You know the teacher and the situation in your own school and can best administer the working conditions. If it entailed the purchase of new equipment, it should go to the superintendent.

Have you a little problem in your school? If so, send it to Dr. Thomas.

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The Newton Plan

QUESTION.—What do you think of the new marking system in Newton? Do you think it a step forward in education?

Answer.—The Newton system as I understand it does away with the usual marking and report cards to parents and substitutes a special letter to the parents opening the way to consultation. The change is based upon the theory that (1) marks are unfair to the child; (2) they foster unhealthy competition; (3) that marks do not give parents an adequate knowledge of their children's progress.

The Newton Plan has been tried out in part in other schools. The part which is rather revolutionary is the doing away with the conventional report card to parents. A few years ago it was advocated that the percentage system was inadequate and the more indefinite system of letters, which in many instances had little meaning to parents. was adopted. The criticisms made above are sometimes applied to our whole credit system by means of which the colleges have dominated secondary education. There is no doubt that the old system of marking has many violations of child psychology which should be corrected by some new means. Many people complain that in our whole educational system we have the habit of working for improper objectives, the gaining of credits rather than educational values. The report card carrying the grades of pupils has the quality of regularity and keeps the parents informed to some extent. My doubt about the Newton system is that if all parents accept the invitation to conference with the teacher she will have her hands full and will need a secretary. It entails much work if it is carried to logical conclusions. It would be admirable and have my hearty approval if along with the system should eventually go the clinical work of a specialist in mental health and guidance. If we do not try some new things we shall make no progress. All teachers in the schools should do all they can to make the plan succeed; give it a fair trial. Until it is a demonstrated success it is more of a plan than a system. Any serious attempt to improve the reporting system is a step forward on education. We shall watch the results.

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Student Autonomy

QUESTION.—How far is it wise to go with student government in the junior high school?

Answer—Student government is a breaking away from the old despotic form of government and an acceptance of the idea upon which our social order is based. It brings the students into actual life situation and helps them to understand the individual's relations to his group. The best results seem to be obtained by having the various committees balanced by a representative or two from the faculty. In making the rules governing the student

(Continued on Page 513)

EDITORIALS

A General-Alarm Fire

AN ALARM of fire is only of minor interest to any person except the one whose own house is burning or about to burn.

The public may be aware that education is in danger; that school services are being burnt away, that the structure of education built up through years of care and effort is gradually falling prey to flames.

What the public, by and large, does not yet realize is—that what is going up in smoke is something of ITS OWN; as essential to its comfort and well being as home itself.

Nothing is accomplished by wringing the hands and exclaiming: "What a dreadful conflagration!" Neither is anything achieved through indifference.

Educational leadership, even statesmanship, is challenged. The task is to convince the citizens—already worried over more obvious misfortunes—that the fire which rages in the schoolhouse carries an immediate, devastating threat to the whole community including themselves and their cherished possessions.

What portion of this job is yours? And how can you best go about it? These are personal questions, calling for intelligent thought and action.

Miss Jessie Gray, president, National Education Association, has well said: "The American common school is the expression of a mighty faith. It has grown up out of need and aspiration. It is the bulwark of those democratic ideals and rights for which mankind has sacrificed and suffered throughout the ages. It is the home of light and of reason. It is the hope of a better tomorrow. The common school is the house of the people."

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Teachers' Unions

TEACHERS in certain cities of Massachusetts and other states have formed trade unions and allied themselves with the American Federation of Labor.

With all due respect to these teachers and to the national organization which has fought so persistently for the rights of the worker in many lines of industry, we believe it is a mistake for teachers to form unions of the type indicated by affiliation with the A. F. of L.

No doubt the temptation is unusually strong at this time. Teachers today are finding themselves very generally forgotten in the stress of readjustment and economic planning. Near at hand and already skilled in economic battling stands the great Federation of Labor, friendly if not beckoning. Why not follow this militant leadership? Why not stop mere hinting at the inadequacy of salaries, and commence demanding what is fair and right?

The fallacy of such reasoning may not be easily detected at first, but the majority of teachers instinctively shrink from such a step.

Teaching is a profession, not a trade. It lends itself to professional associations rather than to industrial guilds. One difference is that professional associations do not strike; their ideal is service; their reliance is public opinion; and their rule is patience.

That teachers in some localities have been driven to form unions is nevertheless significant, and should be so regarded by civic leaders and by leaders of teachers' associations likewise.

But any widespread movement in that direction would be likely to produce unfavorable reactions in the public mind. Strategy that succeeds for one group does not always succeed for another. Teachers can ill afford to put themselves in the position of defying the public, lest they lose in the long run vastly more than they gain.

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"Not Much Chance"

SENDING a boy to do a man's work is not usually recommended. But occasionally a boy does what a man can not or does not do. Witness the case of Dean Arnold, a Kansas City High School lad of fourteen, who interviewed General Hugh S. Johnson recently. The youthful reporter asked:—

"The school teachers—how about a code for them?"

And General Johnson replied:—

"My boy, codes have to be submitted to Washington by trade associations. So I'm afraid there's not much chance."

It was a sad admission of a very serious flaw in the NRA program. Does anybody wonder that some of the teachers who have been hardest hit are searching for a way of organizing which shall put them on a par with "trade associations" or industrial groups?

A million teachers, exercising an influence upon the minds of young people, cannot safely be ignored in any system of social or economic planning which is to be successful.

Eminent Educators

WILLIAM E. ("BILLY") WING, principal of the Deering High School, Portland, Maine, is a most progressive and resourceful as well as popular school man. Portland sometime ago built for his high school a million-dollar building, which is modern both inside and out. Principal Wing spent his summer vacation in hunting out the students who were prepared for college but could not attend. He also found five persons with degrees and some actual teaching experience. He fitted the two groups together into a Junior College, where first-year college work is given.

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C. G. PEREGOY is one of the younger men doing fine work in West Virginia. He is principal of Woodrow Wilson High School, Beckley. Three years ago he went to Raleigh County as superintendent of Shady Spring District. But the district form of organization gave place to county unit, and Mr. Peregoy became head of the largest high school in the county—where he now utilizes the experience gained during seven years at Eckles.

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RICHARD VINCENT MELBY, superintendent at Sauk Rapids, Minnesota, is a Minnesotan born and bred. To be sure, he stepped over into North Dakota (Binford) to begin his teaching in a rural school. Also there was an interval during the World War when he was shifted from camp to camp as a lieutenant in the Field Artillery. He has been a superintendent in Minnesota since 1923; five years in his present location. He thinks himself "just an ordinary person with a liking for service to children and young folks." Perhaps that makes him more than ordinary. His fondness for the boys and girls has led him to take a lively interest in extra-curricular activities.

MISS JESSIE GRAY
She calls the common school "The House of the People."

LEE L. DRIVER, of the Pennsylvania Department of Public Instruction, began the building of consolidated schools when he was superintendent of Randolph County, Indiana. His county was a laboratory, in which he made a demonstration to the nation. By diligence and study he became an expert in the field of rural education, and was called to literally hundreds of institutes and educational gatherings as an evangel of the improvement of rural life and schooling. Just where and who started the first consolidation is not known, but Dr. Driver will stand in the history of American education as the greatest exponent of the movement.

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ROBERT LEE MOORE has a record of thirty-six years as president of one institution, Mars Hill College, at Mars Hill, North Carolina. The college has grown under his leadership from an enrollment of 189 to more than 500 and from four acres and no endowment to ninety acres and $85,000 endowment; from two buildings to ten. The emphasis is on moral character. All work is done by students, and poverty is no bar to entrance. President Moore declares: "The product has justified the sacrifices of these years."

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JOHN S. FRENCH teaches history in Newark, N.J., State Normal School, and breaks away from conventional methods to obtain desired results. He believes in individual conferences; in getting his students to talk; and in the educational value of an emotionalized situation, if it can be brought about. Mr. French is a native of New York State, and has lived in four other states, besides serving in France during the war. His real courage comes out in his habit of asking his students to criticise him and his courses.

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WILLIAM H. BRISTOW heads up the education bureau (as distinguished from the administrative and licensing bureaus) of the Pennsylvania Department of Public Instruction, and is an earnest worker for vitalizing and liberalizing educational plans and procedures, so that education may really count as a social force. He has six good hobbies: golf, youth, the woods, and his three small children. He senses that in a state department self-realization has to be accomplished through teamwork.

Winshipisms

"A good superintendent can make nineteen-twentieths of his not-good teachers good if he knows how and will try, and he is not a good superintendent unless he knows how and will try."

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"It is a small school that has not some pupil built from a larger model than the teacher."

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"Crossness is neuralgia of the temper."

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"Broaden your estimates of others."

Making the Library a Real Asset

(Continued from Page 501)

lege marks. That it is the obligation of the elementary school to teach the pupils to read well, is accepted, but a close relationship between teacher and librarian is also a necessity. Again departmentalization in the grades tends to make for laxity in teaching mastery of the mother tongue. Each teacher is responsible for the whole personality of the child, and not for the reaction to an isolated field of subject matter.

There can be little doubt that the school library has an incidental value to parents. Current events, new books and special topics of interest to the pupils are discussed with parents. Consequently they are helped indirectly by the use of an excellent library.

With the multiplicity of demands for reading today and the necessity for a carry-over of the reading habit into adult life, speed in reading should be developed in the elementary school which lends to both efficiency and economy of time. Faulty reading habits influence results in spelling, geography, history and other subjects.

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The Library: Centre of School Life. When properly organized, the school library becomes the nucleus for other activities. No department of a school should be neglected by the library in an effort to aid all school functions. The library is of material value to the school in sponsoring or aiding in reading projects, book week, fire prevention week, parents' week, better speech week, exhibits for P. T. A., investigating home reading sources, Boy Scouts, and Camp Fire organizations—in fact all extra-curricular activities should have the library service at their disposal. An experiment with "Bad Boys and the Library Hour" in New York City concludes that the social objectives were attained.

"The librarian acts as an advisory agent, and is in reality a teacher. She advises here, suggests there, and as an outcome, case histories have been changed by libraries and reading. Instruction is given individually, or to groups as occasion warrants."

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In addition to miscellaneous printed matter the library provides for reference work. Visual aids have become a necessary part of the library equipment. The function and activities of an elementary school library can only be determined by the philosophy of education in a given school—the movement grows no faster than the teacher. The Platoon Library system of Detroit is a striking illustration of a library at work, in an effective manner. In this system, teacher and librarian are closely allied in their aims, older pupils assist in answering questions and locating reference material for the younger and less experienced. With the new curriculum the library becomes a power plant instead of a storage room. Each pupil should have a time-exposure to the library every school day. Only the better equipped schools in this country have libraries. Many city schools have only a limited number of books with little or no value to the age of pupils for which they were shelved.

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There are hopeful signs for rural schools in the provision of libraries: New Jersey, North Carolina, Minnesota, Oregon, and other states are supplying rural teachers with additional aid through library extension and traveling libraries. The county library fulfills an important function in unifying schools and assisting in the cultural development of children by equalizing library opportunities. While the number of books is limited and each child reads only one new book per month, the movement is a hopeful one. The summer reading program of rural children is outlined by the library service with the assistance of teachers.

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Summary. — With the emergence of a new educational philosophy came the reconstruction of the curriculum. One of the leading demands of the new philosophy is the library. Individualizing instruction and removing subject-matter lines has not eliminated textbook teaching, but has greatly reduced this practice. The library in progressive schools supplies the core of education based upon the thought processes, it is a socializing agency, it nourishes in the pupils the creative aspect, it makes possible individualization of instruction, independent reading is encouraged—the library should be the centre of school life.

Although the elementary school library movement has only been under way approximately a decade, its value has been demonstrated. There is co-operation between rural schools and public libraries in a number of states which provides pupils with a minimum of reading material and in addition to the supplementary reading for school subjects, reading programs for summer.

While many cities have classroom libraries and a few have central libraries in their schools, there is a felt need for more books and library service not now available.

A central library in every elementary school in America and a curriculum to utilize it should be our goal.

Equal Schooling Requires Co-ordinated Tax Program

EQUAL educational opportunity for all the children of America is still a far-off goal. But the present period of economic difficulty helps in one way, by furnishing a background against which the differences may be seen by every one. A better distribution of school costs, based on carefully considered tax laws, must be sought, and such is the plan outlined by a veteran educator-citizen of Pittsburgh.

Marcus Aaron, president of the Pittsburgh Board of Education, pointed out in a recent address that the wealth of school districts is divided about as unequally as among individuals. The result is that there are very material disparities in education opportunities for the different sections of the states and country, he said.

"No state or community," he continued, "can place an embargo against ignorance and illiteracy; like an individual, no state or city can live within itself, and the state, as well as the nation, is as fully interested in the education of all its citizens as are the respective school districts.

Mr. Aaron recalled an address he made in 1919 in which he said: "The fundamental school question is that of adequate funds. Except, perhaps, in exceptional districts, there is absolutely no hope of receiving from local taxation—that is, from taxation which generally is confined to real estate and occasionally makes a pretense of including tangible personal property—the sum of money which will be required each year to pay teachers proper salaries and to provide proper public school facilities.

"This is not a matter for one school district or for one state. We need in this business teamwork, and all three partners, the national government, the states and the school districts, must each do its part. The three partners are all equally interested and, being equally interested, they should make substantial contributions, having due regard to the ability of each to contribute."

Although this statement was made fourteen years ago and repeatedly since that time, Mr. Aaron points out that it holds true today.

He calls for the formulation, by a commission of nationally recognized experts in taxation, of a co-ordinated tax program for the nation, the states and the subdivisions of the states.

Improved Library Facilities Urgent Need in High Schools

MODERN methods of instruction depend more and more upon the school library. Is this comparatively new but exceedingly important adjunct of the classroom adequately equipped to do its part? An authentic answer to this query, in so far as it pertains to the high schools of the nation, has now been given.

A lack of adequate financial support is the greatest handicap of the American high school library, according to the National Survey of Secondary Education. Inadequate facilities are the greatest obstacles to the realization of the aims of school libraries, this report points out in citing the conditions of 390 selected schools in forty-six states and the District of Columbia.

"The entire problem of instruction in the use of books and of libraries demands investigation," the report concludes in its summary and appraisal of unsolved problems.

The national survey was conducted by authority of Congress under the auspices of the United States Office of Education.

Difficulties listed in realizing the aims of the secondary school library as reported by principals, teacher-librarians and librarians are as follows: Of a total of 281 reporting, 154 set up inadequate facilities as the greatest obstacles; 85 set up inadequate staff; 29, lack of interest and time on the part of the pupil; 21, lack of cooperation by teaching or administrative staff, and 18 set up as obstacle the fact that the library is used as a study hall. The other twelve difficulties were of a miscellaneous character, including teaching methods in conflict with the use of the library.

Junior high school pupils use the school library for pleasure reading more than do senior high school pupils. Many devices have been resorted to by high school librarians to encourage recreational reading. The seating capacities of the libraries appear to be adequate in the smaller high schools, but in the larger schools (especially those enrolling more than 2,000 pupils) the median percentage of the student body which the library can seat is very small.

TEACHERS BOTH BORN AND MADE

Educator Claims That Knowing Principles Is Vital

EASTON, Pa. — Carl W. Ziegler, department of education, Lafayette College, notes a rather surprising tendency on the part of selfish or narrow-minded people to raise again a question which most thoughtful students have regarded as permanently settled many years ago; whether teachers were born or made.

"Are we to face again the illusion," Mr. Ziegler asked, "that 'butchers and bakers, and candle-stick makers' may suddenly transfer into the teaching profession because of an innate ability to succeed in that profession regardless of past experience?"

"If an individual cannot be taught and guided in improving his teaching ability," he said, "except through the painful and tragic process of slaughtering the innocents for several years, he represents almost the only vocation in the entire category where such a condition exists."

Mr. Ziegler pointed out the following conclusion by the Federal Office of Education: "In investigating the reasons for successful teaching in elementary and secondary schools it was found that knowledge of subject matter ranked fifth in importance. Work in education subjects such as principles of education, etc., was found to be more valuable than knowledge of subject matter in determining the future success of the teacher."

It is Mr. Ziegler's opinion that teachers are both born and made. "One might quote appropriately in this connection," he added, "the words of Cicero, who, writing almost 2,000 years ago his defence of the poet Archias, penned a sentiment which would today very well apply to the ideal teacher who though endowed with great natural gifts has had them developed toward perfection.

"'When,' says the classic orator, 'to a lofty and brilliant character is applied the molding influence of abstract studies, the result is often inscrutably and unapproachably noble.'"

Brown Faculty Exhibits Hobbies

PROVIDENCE, R. I.—An exhibition of creative hobbies of members of the faculty of Brown University showed that a professor of mathematics knows how to build furniture, a professor of engineering enjoys building ship models, and an assistant professor of German can not only weave cloth but build a loom to do it. The exhibition, the first of its kind held at Brown, was open to the public in the Faunce House Art Gallery, under auspices of the Department of Art, with Professors Will S. Taylor and George E. Downing in charge. The display included about 300 examples of painting, drawing, wood-carving, lapidary work, cabinet making, weaving, photography, metal work and other arts and handicrafts. Hobbies of forty faculty members, administrative officers and their wives were represented.

Assails Cry to Ban Public High School

ROCHESTER, N. Y.—Assailing a group of unnamed persons for crying loudly for the banishment of public high schools to reduce governmental costs, Dr. Arvie Eldred, of Albany, executive secretary of the New York State Teachers Association, urged teachers to "fight to the last ditch" against such a move. Dr. Eldred spoke before the delegated session of the central western zone, New York State Teachers Association, at which 6,000 were assembled. The "group of persons" whom he criticized were a "noisy lot," he said, who were "the remnants of aristocracy, reared in private and endowed schools," protesting that the public could not support higher education. They were the greatest menace to the foundation of democracy, declared Dr. Eldred.

Teachers' Unions Forming in Massachusetts

BOSTON. — In response to pleas from teachers for organization in a large number of cities and towns in Massachusetts and other states of the country, the American Federation of Teachers, an A. F. of L. organization, which had half a dozen teachers unions in Massachusetts prior to the Boston policemen's strike in 1919, has authorized an intensive organization campaign for Massachusetts.

Active locals of teachers are now located in Cambridge, known as Cambridge local 195; Lawrence local 244 and Western Massachusetts local 230, in addition to a recently chartered union now functioning at New Bedford.

Conditions facing the educational system of this and other states through economy drives and curtailment are incentives for the pleas for organization, according to Walter A. Sidley, president of the Teachers' Union of Lawrence and in charge of the local campaign.

RUSSIA'S SCHOOLS ARE WELL FILLED

Enrollment Three Times More Than Under Czar

MOSCOW. — In Soviet Russia's grade and high schools sit today 25,600,000 youngsters, more than three times the number ever enrolled in the days of the Czar.

In less than twenty years Russia has brought into State classrooms almost as many pupils as are in the schools of the United States, where free public education is the habit of more than a century. Russia's population exceeds that of the United States by more than a fifth, so her schools have not yet absorbed all of her children, as in theory the American schools claim to do.

But in two other respects her educational program already goes beyond that of the United States. One is in providing summer camps for millions of youngsters. The other is in inspiring the children (sometimes by giving them responsibility) to identify their personal interests with those of the State.

Russian newspapers are loud in their praise of the hundreds of thousands of school children in Northern Caucasus, Siberia, the Ukraine and the Volga regions who last summer, as "light cavalry," guarded the country's "collective property—the crop."

Palestine Invites Exiled Scholars

JERUSALEM.—A program of expansion which will provide fourteen posts for former German scholars has been announced by Dr. Judah L. Magnes, chancellor of the Hebrew University in Jerusalem. German scholars who have been appointed and will begin their work at the University during the present session include Professor Harry Torczyner, of Berlin, first occupant of the Chaim Nachman Bialik Chair in Hebrew; Professor Julius Guttmann, of Berlin, who will teach Jewish philosophy; Professor Hans Levy, of Berlin, who will lecture in Latin, and Professor R. Koebner, of Berlin, who will be a member of the Department of Modern History. More than $60,000 will be devoted during the university year to establishing the German educators, Dr. Magnes declared. He listed the following American organizations as contributors to the special fund for the purpose: The Joint Distribution Committee, the American Friends of the Hebrew University, the American Jewish Physicians Committee and the American Academic Assistance Committee.

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DRASTIC STEPS TAKEN TO SAVE SCHOOLS

Board Needs More Money Even After Salary Cuts

DENVER, Col. — Faced with the necessity of cutting the budget by an additional 13 per cent, raising the school tax rate or asking the taxpayers to authorize an issue of $859,000 of refunding bonds to care for obligations maturing in 1934 and 1935, the Denver School Board has chosen a combination of the first and last courses. On the authorization of the bonds, however, hangs the fate of the Denver school system.

Columbia Graduates Head 71 U. S. Colleges

NEW YORK. — Columbia University alumni now head seventy-one colleges and universities throughout the country, a record probably unsurpassed by any other institution of higher learning, according to the Columbia Alumni News. Of the graduates, twenty-five received the degree of Master of Arts and twenty-six the degree of Doctor of Philosophy, while ten hold both doctor's and master's degrees. Some of these graduates who head institutions are: Dr. Nicholas Murray Butler, president of Columbia University; R. Fulton Cutting, president of the board of trustees of Cooper Union; Eugene A. Colligan, president of Hunter College; Dr. H. A. Garfield, president of Williams College; Dr. Ada L. Comstock, president of Radcliffe College. Dr. Robert A. Millikan, holder of two doctor degrees from Columbia and the winner of the Nobel Prize in physics in 1923, is chairman of the executive council of the California Institute of Technology.

High School Adds Study of Farm Tariffs

ALLIANCE, Neb. — Significant of the new trend of thought in the Middle West is the addition of "Agricultural Tariffs" as a course of study in the curriculum of Alliance High School. Heads of the school system believe that its inclusion in the regular curriculum represents the first time such a subject has been offered in any high school in the United States. The course will be optional with students in the eleventh and twelfth grades. Inclusion of the course is an outgrowth of an increasing centring of attention on the plight of the farmer and his position in the economic system with relation to the industrial East. The new course will be designed to give students working knowledge of tariffs, a history of economic situations which have influenced tariff changes, and a study of the rate scales now in effect on various items of commerce.

Educators Look To Government Aid

PHILADELPHIA — Education's way out of the present emergency is more and more generally felt to be through the door of Federal Aid. And teachers and administrators in various parts of the country are looking hopefully to see whether the $3,300,000,000 public-works fund may not be partially diverted to school programs instead of being wholly devoted to building projects. At the Pennsylvania Education Congress, just closed, J. W. Crabtree, secretary of the National Education Association, said that "United States Senators and Congressmen are, we believe, about ready to act on the request of the States on the matter of Federal aid to keep all the schools in America open."

Plan Teaching Motion Picture Appreciation

WASHINGTON. — A plan for teaching motion picture appreciation to youth was outlined in a conference called by Dr. George F. Zook, United States Commissioner of Education. In opening the conference Commissioner Zook stated that he regarded motion pictures as tremendously promising in the development of education. Motion pictures are a very powerful educational influence both for good and evil, Dr. W. W. Charters, director of the Ohio State University Bureau of Educational Research, indicated in his report of the Payne Fund motion picture research studies completed recently. Representative high schools in several states will be selected to use Dr. Edgar Dale's book, "How to Appreciate Motion Pictures," as a text in the planned experiment to educate boys and girls better in motion picture appreciation.

Manhasset Rejects New High School

MANHASSET, L. I.—Despite the fact that money is available from the Federal Public Works Administration for the erection of a new high school, the project was voted down by taxpayers of the Manhasset School District. Both the proposition to build the school and the suggestion that the option on the site for it, which cost $2,000, be taken up were defeated overwhelmingly, because the erection of the building would necessitate a municipal bond issue, which would increase tax rates. Some debate was anticipated before the ballot, but the taxpayers forced the questions to a vote immediately and decided against the school by a count of 523 to 261 and against the purchase of the site by 568 to 214.

SCHOOL BOY OF 14 QUIZZES NRA HEAD

Newspaper Men Take Back Seat During Johnson Interview

KANSAS CITY, Mo. — Trained newspapermen took a back seat for a time at General Johnson's press conference here and cocked their ears for pointers on good reporting while a 14-year-old boy interviewed the NRA administrator.

The boy was Dean Arnold, a member of the staff of the Argentine High School's semi-monthly publication. When the representatives of Kansas City's leading dailies trooped into General Johnson's hotel following his arrival from Omaha, Master Arnold seated himself right next to his quarry.

Asked by the lad what the NRA has done for high schools, General Johnson replied: "You can say that thousands of boys and girls will have opportunity to attend them now that the National Recovery Act has turned them out of mills and factories."

Dean made his notes quickly, at the same time firing back another query: "The school teachers; how about a code for them?"

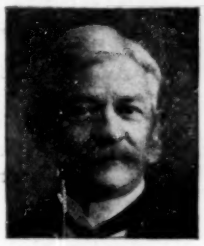
General Johnson replied: "My boy, codes have to be submitted to Washington by trade associations, so I'm afraid there's not much chance."

The NRA director declared himself opposed to charging tuition in public schools to make up for reduced budgets.

Forest Provides An Income for College

AUBURNDALE, Mass. — About a decade ago a Vermont farmer's daughter grew to preparatory school age and decided she wished to attend Lasell Junior College in Auburndale. The farmer wasn't rich; in fact he was quite poor despite the fact he owned acres upon acres of land. So, in order that his daughter might have the education on which she had set her heart, he made a dicker with the Lasell authorities. So many acres in exchange for so much education.

Then and there was started what has come to be known as the Lasell Forests. They started with 1,100 acres in Barnard, Vt., and now include other tracts bought by the college in Stockbridge and Bristol, Vt. The college now possesses more than 2,500 acres on which it has planted a million and a half trees, mostly evergreens, since 1925. Eventually—it won't be long at the rate those trees are growing—Lasell is going to rejoice over a substantial income from its forests. And then its budgetary worries will diminish considerably.



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Oldest Teacher Has Birthday Celebration

PORTLAND, Me.—Miss Marada F. Adams, believed to be the oldest teacher in years of service in the United States, recently celebrated a birthday, but she wouldn't tell which one. The veteran teacher, principal of the Emerson Grammar School, has followed her profession seventy years, for the past fifty-six in the public schools of Portland. She was graduated from Ricker Classical Institute of Houlton and, without normal school or college training, started her career in the ungraded schools of Maine rural communities. Inquiries about her age Miss Adams evaded by saying: "Wait until I retire and then I'll tell."

Boarding Schools Show Attendance Increase

PHILADELPHIA. — Boarding schools of the country which prepare boys and girls for college have a slightly larger attendance than a year ago, according to a nation-wide census of schools reported by N. W. Ayer & Son. The total attendance in 200 schools — boys' military, boys' non-military, girls' and co-educational prep schools—this year is 24,705. Last year, for the same schools on the same date, the total was 24,611. The boys' military and the girls' schools show the greatest increase. There was a decline of a little over three per cent in the attendance at liberal arts colleges. Vocational schools show a drop of from nine to twenty per cent. The increase in boarding schools is in practically every section of the country, although small schools with a tuition of $1,200 or more show the greatest gain. Medium priced schools have almost the same attendance as a year ago.

CHANGES ADVISED IN HIGH SCHOOL COURSE

WASHINGTON. — Revision of practically all types of courses of study offered to students in American high schools is recommended in a report by the National Survey of Secondary Education to the Federal Office of Education.

Lack of trained leadership, time and funds with which to carry out the programs are given as the prime reasons for the failure of school systems to revise their courses, especially in smaller cities.

The survey, conducted under the direction of former United States Commissioner of Education W. J. Cooper, pointed out that most work in revision of courses is carried out by school superintendents and principals, who have so many other duties that they are unable to devote as much attention to this phase of their work as they should.

The report continues to show that schools and school systems which offer the most modern and up-to-date courses employ outside people especially trained for that type of work, who pass all their time making studies and recommendations of new courses to be offered their students.

Educator Would Ban Frosted Glass Panes

PARIS.—M. de Monzie, minister of education, has hit upon what may be literally described as a bright idea and one which is also likely to do good in two directions at the same time. In the course of his visits to schools he has oberved with disapproval that many of the window panes are made of frosted glass. The use of this glass, M. de Monzie held, had a depressing effect upon two categories of the population. The first are the school children and the second the lace workers of Calais, who have been airing their grievances. For frosted glass dispenses with the use of curtains. An order which M. de Monzie will issue as a remedy will bring considerable relief to the lace industry.

Janitors "Warm Up" To New School Course

MARYVILLE, Mo. — Janitors warmed up right away to Missouri's idea of a training school that would teach them housekeeping, ventilation and maintenance. About forty men enrolled for the first course, given under the direction of the school building service of the state department of education.

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Copyright Booklet "How To Apply For a School and Secure Promotion," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2,000 questionnaires sent to school executives in 26 states. Price, 50 cents (Stamps accepted). Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

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BOOK TABLE

Health Rovers

THE STORY SERIES IN HEALTH. — THE HEALTH SCHOOL ON WHEELS. By J. Mace Andress, Ph. D., Editor of School and Health Department in Hygeia, and I. H. Goldberger, M. D., Assistant Director of Health Education, New York City Schools. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Needful lessons in public and personal health will be agreeably impressed upon the pupil of upper elementary age through this reader. The "Health School on Wheels" is a class of lively youngsters, traveling about their model city of Brightville by bus, to investigate conditions affecting health. They look into markets, eating places, barber shops and a great variety of spots where physical weal or woe is determined for the public. They observe and they test and they mark up scores. They publish their own newspaper.

The danger in such a book that the apparatus or framework will overshadow the subject matter has happily been avoided.

Drs. Andress and Goldberger are not only authoritative but sufficiently imaginative to discern the natural interests of children and to awaken new interests from those as centres.

Many a child will ride to fuller knowledge of health and safety and no doubt to longer and stronger life through exposure to this newest book of "The Story Series in Health."

Cubberley's Field

MODERN SCHOOL ADMINISTRATION, ITS PROBLEMS AND PROGRESS. Edited by John C. Almack, Ph. D., Professor of Education, Stanford University, California. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Ellwood P. Cubberley's portrait suitably stands at the beginning of this composite work, and a biographical sketch of Dr. Cubberley just as suitably rounds it off. For, as every schoolman knows, the growth of the modern school has been influenced profoundly by this far-sighted, clear-thinking leader, to a degree scarcely equaled by any other man in the particular field of administration.

The dozen chapters comprising this book are written by as many different authors, each an authority in his field. Thus the book has the advantage of bringing together many viewpoints and personalities, while treating of various major areas of the problem of organized instruction.

The reader or student of this volume will gain an understanding of the nature and magnitude of the movement which has been operative for the last hundred years in developing the school as we have it today.

While obviously not intended as a complete reference book on problems of the modern school, the volume is distinctly informative, stimulating, and sure to be of practical help to the man on the job of management.

The author-list includes such names as Strayer and Norton of Columbia, Superintendent McClure of Seattle, Commissioner Graves of New York State, and others of similar distinction and abilities.

Science in the Grades

NATURE AND SCIENCE READERS. Book III, SURPRISES. Book IV, THROUGH FOUR SEASONS. By Edith M. Patch and Harrison E. Howe. New York: The Macmillan Company.

To the two volumes already published in the "Nature-Science Readers" now are added Books Three and Four, titled "Surprises" and "Through Four Seasons," respectively.

Wonders of Nature are fascinatingly unfolded for children in these progressively graded readers. Large print of special clarity, together with illustrations which pointedly illustrate and drawn diagrams of unusual simplicity and force, to say nothing of the judicious use of color on covers and between them, make for unusual attractiveness.

"Surprises" treats of Nature's more obvious ways in terms easy of comprehension by the young child. Little projects called "Science Games" are interspersed to carry the newly awakened interests over into quest of new surprises.

"Through Four Seasons" deals with somewhat less obvious or more puzzling aspects of the physical world. The modern child accepting his rich heritage of simplified science will perhaps realize, as the years roll on, what insight and power have been given him by science and its interpreters.

Theme Writing in French

A NEW APPROACH TO COMPOSITION IN FRENCH. By Victor Chankin, M. A., Seward Park High School, New York City, and I. A. Schwartz, Ph. D., School of Education, College of the City of New York. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

The plan of this text in French composition is one which does, indeed, break away from the conventional, stereotyped exercise, into the assignment of a freer and more original task.

Just prior to the assignment of a subject for the student's theme in French, he is provided with tools he is likely to require, such as idioms, words and a connected portion of French text. The work of writing on the specified topic or an alternative one is then simplified by a series of questions which suggest a general outline.

In such a plan much, of course, depends upon the choice of topics and the care with which the groundwork is presented. Good judgment seems to have been used at both these points. Any pupil can tell about his family, or how he spent last Saturday—and to tell it in French is to acquire a desirable facility in expression of nearby experiences.

German Review and Readings

A SECOND GERMAN BOOK. By Frederick Betz, George Washington High School, New York City, and Charles Holzworth, Director of Modern Languages, Rochester, N. Y. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This text for the second year of German consists of two parts, a grammar and a reader. The grammar is more concise than would be desirable for a beginners' book, but well adapted to a text of this character, and sufficiently supplied with the more advanced principles required as the student goes forward into German that has not been simplified for introductory purposes.

The second part or reader contains a wide variety of carefully selected anecdotes, stories and descriptions of present-day Germany; its geography, its people and their modes of living.

A striking feature of this book is its contrivance for saving the student much time spent in groping in vocabulary or dictionary, by printing many of the less usual words in a column beside the text. A side glance at this parallel column quickly reveals the puzzling word, and the student can move forward with his reading more rapidly than would otherwise be possible. This device is commonly employed in language texts abroad and seems worthy of trial in the United States.

The book is replete with exercises and the various implements which go to make for effective teaching according to the newest technics.

Problem Box

(Continued from Page 503)

body, students take into consideration the actual behavior problems of the school. It is a practical way of bringing the students into touch with the real problems and relationships of life. Of course the legal authority (the faculty) does not relinquish the direction of the school. The faculty's work is in connection with the school relationships. Students take charge of assembly; they police the halls and building; they assist with class movements and various other situations; they become conscious that the school exists for them, is in reality the students' school. Through student government may be built up a very fine and helpful patriotism or school loyalty and pride. It takes a wise faculty to guide such a school.

Not long ago I spoke before the students of the Woodrow Wilson Junior High School in Cedar Rapids. The students conducted the assembly; a boy of fourteen years presided and introduced the speaker; students provided the music, and directed the movement of the school. This school conducted its work in serious and beautiful fashion. How much better it was than the old regime under which I attended school!

During American Education Week I was called to speak before the Sixth grade department of the Garrison School (colored) here in Washington. They are doing marvels in this school in student government which shows it is a success even below the junior high school. They have a student patrol of twenty, and the same number of reserves. The girl reserves have charge of the charities. The pupils conducted the exercises. Stephen Lewis introduced me to the school and afterward thanked me graciously for my address. A student conducted devotion. It is a real example of pupil government.

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